DOCUMENT RESUME

ED 375 914 JC 940 634

TITLE	Program and Service Review. Pima County Community College District Institutional Effectiveness Series: 3.
INSTITUTION	Pima County Community Coll. District, AZ.
PUB DATE	[94]
NOTE	17p.; For numbers 1-6, see JC 940 632-637.
AVAILABLE FROM	Pima Community College, Office of the Vice Chancellor, 4907 E. Broadway, Tucson, AZ 85701-1030.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Community Colleges; Course Evaluation; Curriculum Evaluation; *Evaluation Methods; Intellectual Disciplines; *Program Effectiveness; *Program Evaluation; Program Improvement; Program Termination; Teacher Participation; Two Year Colleges
IDENTIFIERS	Pima Community College AZ

ABSTRACT

Program and Service Review (PSR) at Pima Community College in Arizona is a mechanism to provide continuous comprehensive evaluation and improvement of instructional programs and those support functions that directly serve students. The PSR's original statement of philosophy stresses the use of qualitative and quantitative measures to identify how effectively the defined needs and objectives are met for the purpose of current and future institutional planning and budgeting. PSR is conducted at two levels. In Level I, each program or discipline responds annually to aggregate data of students, faculty, curriculum, and budget. In Level II, each program or discipline conducts a comprehensive review every 5 years, involving faculty in qualitative analysis for improvement. The most noteworthy achievements attributed to PSR since the pilot program in 1991 are: (1) instructional areas have acquired $570,000 in capital equipment; (2) computer science and office education programs were realigned, with advanced courses being limited to specified campuses; (3) facilities improvements included new biology labs, an expanded data entry lab, and increased space for computer instruction on campus; (4) six new faculty positions have resulted directly from program reviews; (5) significant curriculum changes included a new degree program, four new courses, and modifications in course content and certificate or degree requirements; and (6) nine degree designations have been recommended for cancellation. Reviews involve college personnel in activities that promote self-reflection, problem solving, and improvements. This involvement creates a greater awareness of staff members' roles in achieving institutional goals. PSR also affects the direction of planning and budgeting, tying them more closely to issues that affect student learning and development. (KP)

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Program and Service Review

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PimaCountyCommunityCollegeDistrict

Institutional Effectiveness Series : 3

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Introduction

Program and Service Review at Pima Community College is a mechanism to provide continuous comprehensive evaluation and improvement of instructional programs and those support functions that directly serve students. The purpose of this document is to describe the real and potential impact of Program and Service Review processes on the College and to show how those processes, based on enduring philosophical premises, have evolved in response to the needs of the programs and services being reviewed.

Program and Service Review was established by a broadly representative task force between 1989 and 1992. That was not the first attempt to initiate such a review process. Unlike the earlier efforts, the task force laid groundwork that resulted in systematic college-wide participation and ongoing procedural improvements. As a result, although the review process is still evolving, it has become a driving force in carrying out the major components of the Institutional Effectiveness Program, including Student Outcomes Assessment. It has also provided a conduit for College members to 1) define and pursue departmental and campus goals that promote institutional priorities and 2) align planning and budgeting processes with educational objectives.

Philosophy and Purpose

The Program and Service Review Task Force identified purposes for the review process that continue to guide review activities and that have provided a core for the recently developed Institutional Effectiveness Program. The original statement of philosophy described Program and Service Review as a systematic process for College programs and services to focus on "institutional improvement within the context of the college's mission and goals." The statement concluded, "The review will use qualitative and quantitative measures to identify how effectively the defined needs and objectives are met for the purpose of current and future institutional planning and budgeting."

Within this philosophic framework, the task force provided guiding principles for the review process and described some of its hoped-for practical benefits. With minor adaptations, these principles and benefits still hold true. They appear below in their present form.

- Reviews take a comprehensive, district-wide look at a particular program or service and assess its overall performance.
- Reviews assess how the program or service fits within the mission of the institution and how it responds to community needs.
- Reviews provide an opportunity for multi-campus programs and services to look at themselves as a whole, as well as by site. They emphasize function rather than location.
- Reviews provide an opportunity for faculty, administrators, and staff to reflect on what the program or service is doing, where it is headed, and what its outcomes are for students.
- Reviews offer an opportunity to obtain more usable information about College programs and services.
- Reviews offer an opportunity to evaluate budget activity, assess how dollars are allocated, and move toward a more responsive allocation process.
- Reviews provide a mechanism for a program or service to identify and define its needs and seek

assistance through the larger campus planning and budgeting process.

- Reviews are aligned with the College budget process to identify priorities within the institution so that allocations can be made in a way which links planning, needs, and analysis.

While the original philosophy continues to guide the review process toward institutional improvement, the design and the procedures for implementation have been improved intermittently since 1992 to make the process more efficient and the reviews more meaningful to faculty, administrators, and staff.

Contributions to Institutional Effectiveness

Program and Service Review was implemented at a critical time in the history of the College. It was established in the midst of a major reorganization to decentralize decision-making for more direct support of educational activities on the campuses, and it was to become a key part of the College's first comprehensive Institutional Effectiveness Program. Although it started slowly and required major adjustments to become fully functional, Program and Service Review installed processes that provide indispensable support for the other Institutional Effectiveness components. Some of those connections and the principal advantages derived from them are outlined below:

Mission Statement Evaluation: As part of the review process, department faculty and support service personnel review mission success outcomes, relate them to their programs or services, and recommend changes for improvement. During Level II reviews, these participants base all their evaluations and subsequent recommendations on the degree to which their own program or service mission is realized as a reflection of the College Mission. Through these means, Program and Service Review ties the programs and services to the College's overall educational mission and promotes a clearer understanding of that connection.

Employee Evaluation: Level II reviews evaluate the overall qualifications and effectiveness of department faculty and support service personnel and recommend professional development activities leading to improved performance and services. They also review staffing patterns – e.g., the ratio of adjunct faculty to full-time and the appropriateness of their assignments.

Student Outcomes Assessment: Major institutional data elements for Student Outcomes Assessment are analyzed as a part of Program and Service Review. To make their Level II reviews more meaningful, many departments conduct outcomes assessment activities of their own which can then be incorporated into the Student Information System to support Student Outcomes Assessment.

As prescribed by the Institutional Effectiveness Program, participants in Program and Service Review analyze results from the other major components of the Student Outcomes Assessment Program – namely, the Provosts' Classroom Research Mini-Grant Program, General Education, Occupational Curriculum Renewal, and Student Information System Reports – and assure that these components are applied to improvements in instructional programs and related services.

Planning and Budgeting: Recommendations on both Level I and Level II are reviewed by campus deans and provosts and thus become a principal source of information for facilities planning, staffing, and other budgetary decisions. Responses to major needs identified in reviews are then reflected in campus strategic and master plans.

The Level II process, particularly, joins faculty and administrators in prioritizing recommendations and producing periodic reports on their status. Within departments, the reviews provide regular, systematic planning in curriculum, scheduling, and other areas of immediate importance to students.

Thus, through Program and Service Review, an ever-increasing degree of College planning emanates from campuses and campus units, and a significant portion of the decision-making process has moved as close as possible to the level where services are provided.

These changes have increased the ties between budgeting and planning, and they have provided factual information and objective criteria to improve the quality of administrative decisions.

Additional important benefits accrue directly to the programs and services themselves. By providing relevant information and focusing attention systematically on the goals, purposes, and outcomes of each program or service, reviews encourage reflection and create opportunities for innovation and renewal. Furthermore, by requiring department-wide and intercampus participation, Level II reviews foster cooperative problem-solving, mutual appreciation, and consistency in instructional offerings and other services to students.

More than half the College's programs and services have completed reviews. Representatives of diverse parts of the College have joined in common efforts to collect, analyze, and act upon facts and figures related to student learning. It is expected that as the processes continue to evolve and campus programs and services experience more and more benefits, College employees will participate in Program and Service Review with growing confidence and increasing expectations of themselves and their colleagues.

Definitions

Operational definitions developed by the original Program and Service Review Task Force have been refined to serve as effective guides in selecting review participants. These definitions, presented below, serve two important purposes: 1) they assist in identifying programs or services that contribute directly to the educational mission of the College and 2) they group programs and services by their common purposes.

- Instructional Program: an organized sequence or grouping of courses or other educational activities leading to a defined educational objective.
- Student Development Services: any group of organized activities whose primary purpose is the provision of direct services to students in support of their educational goals.
- Instructional Support Services: any group of organized activities which supports the instructional and/or student development services of the College.

Within the framework provided by these definitions, the first five-year cycle for Level II reviews, which are described below, was scheduled for 1992-96. In the course of identifying programs and designing an inclusive process, both programs leading to a degree and discipline areas, which are part of general education and basic learning, were scrutinized using a common set of criteria. The list of programs and disciplines to be reviewed became massive since no discipline prefix found in the catalog was omitted. As a result, a number of disciplines have since been eliminated or reclustered in the review process. To assure that only viable programs were scheduled for review, several "programs" have been recommended for inactive status because it was found that scheduling, staffing, or related issues prevented students from actually qualifying for degrees or certificates in those disciplines.

The five-year cycle for Level II reviews, in its original and revised forms, appears in Appendix I. Except for programs that have been eliminated or modified, the programs and services on the 1996 list are the same ones that participated in the pilot program concluding in 1991.

Design and Implementation

Program and Service Review is conducted at two levels:

- Level I: Each program or discipline responds annually to aggregate data in the categories of Students, Faculty, Curriculum, and Budget.
- Level II: Each program or service conducts a comprehensive review every five years. Building on the annual interpretation of Level I data, Level II reviews involve faculty in qualitative analysis for improvement and action.

Level II reviews were designed to use separate models for instructional programs, student development services, and instructional services. Each model has its own set of instructions and questions to be addressed by participating faculty or support staff. These models were piloted in 1990 and 1991.

It soon became apparent that the effort to include all College programs and services resulted in a mingling of those which directly serve students and those in which College staff serve other internal audiences. The decision was then made to include only functions that serve students directly, leaving the responsibility for evaluating other services appropriately with administrators.

In addition, shortcomings were found in the collection, distribution, and analysis of data. The review design did not account for the significant adjustments required of participants in a comprehensive review process – especially for reapplying data originally collected to meet the needs of specific user groups. Most reviewers were not familiar with the computer data being collected, the terminology used in reports, or the difficulties in changing data collection design for new purposes.

Since 1992 the Vice Chancellor's staff has met frequently with the campus provosts and representatives of the Office of Institutional Research to remedy these difficulties. Major improvements have been made in Level I data gathering and application. Data categories for instructional programs have been revised, and definitions have been reformulated and made more consistent. Efforts to improve the availability of data in the identified categories continue.

Level I data requirements for student development and instructional support services, with their diverse purposes and clientele, pose additional difficulties. In most service areas required elements are still being identified. Collection of some types of data continues, pending full definitions of those elements. A barcoding project nearing completion will expedite data gathering for the evaluation of specific services for students.

Beginning with preparations for the 1993 reviews, major improvements have been made in the design of Level II models for academic and occupational instructional programs.

Level II forms with directions for instructional areas were shortened dramatically, simplified, and redirected to address three basic questions:

- Is this program current?
- How well is the program meeting the goals of the College?
- Is the program doing what it promises to do?

To keep reviewers focused on the task, special emphasis was also placed on the following:

- the College mission
- the importance of teaching/learning
- outcomes assessment

- use of appropriate channels for requesting increased support
- meaningful interpretation of data.

Further revisions are underway. Appropriate questions are being added to direct program faculty attention to such issues as the instructional implications of the Americans with Disabilities Act, the effects of unconscious gender and ethnic bias, and messages arising from uneven retention rates. Items will also be added to address more of the unique needs of occupational areas. Finally, similar improvements in the review forms for student development and instructional support services are expected by the end of 1995.

Forms for Level I and packets for each of the Level II models are available in the office of the Assistant Vice Chancellor for Academic Affairs and Student Development.

Process and Administration

In Fall 1992, the Office of the Vice Chancellor assumed overall supervision of Program and Service Review. Besides the changes in design and implementation described above, that office clarified the responsibilities of review participants and, in cooperation with the campus provosts, implemented reporting procedures to ensure that the review process would lead to improvements.

The Assistant Vice Chancellor for Academic Affairs and Student Development now monitors and assists with the review process; coordination and oversight have been assumed by the Chancellor's Cabinet.

Reviews are conducted by department faculty – or support staff for some services. Reports are written by department chairs or appropriate staff members. The Office of Research and Planning provides needed data and analysis.

Level II review processes that involve more than one campus are coordinated by a specially appointed lead administrator, who works directly with campus department chairs or support staff. Campus deans and provosts prioritize recommendations in the reports; provosts approve final recommendations, allocate funds, and resolve inter-campus issues. Major changes in program configuration or direction are referred to the Chancellor's Cabinet.

Limited funds are provided each year for direct support of improvements based on reviews, but participants are encouraged to pursue most needed changes through regular planning and budgeting processes.

The status of each set of recommendations is reported on a summary form each six months. These reports provide accountability for the process and keep departmental faculty informed of progress.

A chart of responsibility for Program and Service Review appears in Appendix II. Samples from completed Level I and Level II reporting documents appear in Appendix items II-IV of the *Institutional Effectiveness Program*, the first publication in the Institutional Effectiveness Series.

Achievements

Some of the accomplishments of Program and Service Review, which interacts with other components of the Institutional Effectiveness Program, have been cited in other publications in this series. The most noteworthy measurable achievements attributed to Program and Service Review since the pilot program in 1991 are described in section II of the Institutional Effectiveness Program document. They are, briefly, as follows:

- Instructional areas, as a result of program reviews, have acquired $570,000 in capital equipment through the regular budgeting process. This is in addition to special funds assigned to Program and Service Review (e.g., $150,000 for capital equipment and $70,000 for faculty/staff/curriculum development in 1993/94) to alleviate pressing needs identified during reviews.
- Computer Science and Office Education programs were realigned, with advanced courses being limited to specified campuses. This change will make more efficient use of resources and improve the quality of instruction by concentrating expensive equipment and special expertise where they are most needed,
- Some campus facilities have been expanded or modified. Improvements include new biology labs, an expanded data entry lab, and increased space for computer instruction on different campuses.
- At least six new faculty positions have resulted directly from program reviews.
- Significant curriculum changes in at least four program areas included a new degree program, four new courses, and numerous modifications in course content and certificate or degree requirements.
- Information about College offerings is being clarified and corrected. Most notably, at least nine degree designations have been recommended for inactivation and removal from the College Catalog because they are no longer viable.

More precise evidence of changes due to Program and Service Review will be possible as record-keeping continues to improve. For example, newly revised curriculum modification forms now clearly identify all curriculum actions resulting from program reviews.

Summary and Conclusion

Program and Service Review has evolved from a philosophical base that has guided it from a cumbersome beginning through a series of changes to improve its efficiency and effectiveness. Although there is a clear need for further improvements and refinements, the review process has established itself across the College as a principal means of improvement and self-renewal.

Reviews involve all College personnel offering services directly to students in activities that promote self-reflection, problem-solving, and improvements. This involvement creates a greater awareness of their own roles in achieving institutional goals and inevitably affects the direction of budgeting and planning activities, tying them more closely to issues that affect student learning and student development. Reviews create a demand for data that is useful not only to the review process, but also to student outcomes assessment and other institutional effectiveness programs. Finally, they provide a convenient and effective means to implement and validate other institutional effectiveness activities.

If the College Mission is the starting point for Institutional Effectiveness activities, and Student Outcomes Assessment is the central focus for measuring success, then Program and Service Review embodies much of the substantial structure that connects them.

Official Program and Service Review Cycle - February 1992

Pilot 1991 (also 1996)

PROGRAM TITLE	PREFIXES
Air Conditioning	ACD
Apprentice Related Instruction	ARI
Anthropology/Archaeology	ANT/ARC
Chemistry	CHM
Computer Science	CSC
Construction Related Instruction	CON
Data Entry	CSD
Electronics	ETR
English as a Second Language	ESL
Environmental Technology	ENV
Human Development Education	HDE
Legal Assistant	LAS
Machine Tool Technology	MAC/MAT
Media Communication	MEC
Office Education	OED
Social Services	SSE

*AV Distribution
*Media Production
**High School/College Relations
**Assessments

1992

PROGRAM TITLE	PREFIXES
Advertising Art	ADA
Anthropology	ANT
Biology	BIO
Graphic Technology	GRA
Hospitality	HMM/RCF/TVL/HSK
Interpreter Training	SLG
Music	MUS
Opthalmic Disp. Technology	ODT
Pharmacy Technology	PHT
Physics	PHY
Political Science	POS
Psychology	PSY
Quality Control Training	QCT
Radiologic Technology	RAD
Respiratory Therapist	RTH
Special Interest	EQS/EXP/PRD
Writing	WRT

*Faculty Centers
*Instructional Testing
**Admissions and Records
**Disabled Student Resources

1993

PROGRAM TITLE	PREFIXES
Astronomy	AST
Aviation Mechanics	AVM
Business Administration/ Bilingual Business Admininstration	BUS/MKT/MAN
Business and Industry	CMT/COA/COT/CRM/EDU/ GEB/GIB/GMC/GTC/IAU/LSP/ PBM/PFS/PRO/SED/WRD
Cosmetology	COS
Dental Assistant Education	DAE
Dental Hygiene	DHE
Dental Lab Technology	DLT
Drama	DRA
Economics	ECO
Finance	FIN
History	HIS
Liberal Arts and Sciences	
Mathematics	MTH
Reading	REA
Real Estate	RLS
Sociology	SOC
Speech Communications	SPE
Welding	WLD

*Athletics
*Open Microcomputer Labs
**Student Placement
**Advising (Orientation)

* *Instructional Support*
** *Student Services*

1994

PROGRAM TITLE	PREFIXES
Accounting	ACC
American Indian Studies	
Applied Design	DES
Communication Workers Technology	CWT
Drafting Technology	
Construction Drafting	DFT
Early Childhood Education	ECE
Fashion Design, Food Science, Home Economics	FDC/FSN/HEC
Fire Science	FSC
Fitness and Sport Science	FSS
General Studies	
Geography	GEO
Geology	GLG
Home Child Care	HCC
Humanities/Philosophy/ Religion	HUM/PHI/REL
International Business Comm.	IBC
Language	CHI/FRE/GER/ JPN/RUS/SPA/ THO/ITA
Mental Health Technology	MHT
Public Transportation Maintenance	PTM
Recreation	REC
Training for Special Education	TSE

*Libraries
**Financial Aid
**Student Activities

1995

PROGRAM TITLE	PREFIXES
Administration of Justice	AJS
Arts	ART
Automotive Technology	AUT
Building Technology	BLT
Coop Education	CED
Electronics/Microelectronics	MRE
Emergency Medical Technology	EMT
Engineering	ENG
Health Continuing Education/Health Care	HCE/HCA
Honors	HON
Institutional Food Service	IFS
Landscape Technology	LTP
Nursing	NRS
Postal Service Management	PSM
Production and Inventory Management	PIM
Public Administration	PAD
Transportation and Traffic Management	TTM
Youth Care	YCA

*Telecommunications
*Instructional Activities Centers
**Counseling

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* *Instructional Support*

** *Student Services*

Official Program and Service Review Cycle - January 1994
1992 - 1996

1992

PROGRAM TITLE	PREFIXES
Advertising Art & Computer Graphics	ADA/TIL
Anthropology	ANT
Biology	BIO
Environmental Technology	ENV
Graphic Technology	GRA
Hospitality	RCF/TVL/HSK/HOS
Interpreter Training	BSD/ITP/SLG
Music	MUS
Pharmacy Technology	PHT
Political Science	POS
Psychology	PSY
Quality Systems Technology	QCT
Radiologic Technology	RAD
Respiratory Therapist	RTH
Special Interest	APD/EQS/EXP/FAR FPC/LIB/PRD

**Admissions and Records
**Disabled Student Resources

1993

PROGRAM TITLE	PREFIXES
Astronomy	AST
Aviation Mechanics	AVM
Business Administration/ Bilingual Business Admininstration	BUS/MKT/MAN
Business and Industry	ASP/ASR/AVS/CDL/ CMT/COA/COT/CRM/CSI/EDU/ FAB/GEB/GIB/GTC/IAU/LEA/LSP/ MNT/MRD/MAP/MLA/MLS/NSP/PBM/ PFS/PRO/ROB/SED/SET/SML/WRD
Dental Assistant Education	DAE
Dental Hygiene	DHE
Dental Lab Technician	DLT
Drama	DRA
Economics	ECO
Finance	FIN
History	HIS
Liberal Arts and Sciences	
Mathematics	MTH
Real Estate	RLS
Sociology	SOC
Speech Communications	SPE
Welding	WLD
Writing	LIT/WRT

*Athletics
*Open Microcomputer Lab
**Student Placement
**Advising/Orientation

1994

PROGRAM TITLE	PREFIXES
Accounting	ACC
American Indian Studies	
Applied Design	DES
Chemistry	CHM
Drafting Technology Construction Drafting	DFT
Early Childhood Education	ECE/EDU
English as a Second Language	ESL
Emergency Medical Technician	EMT
Foods, Clothing, Family and Consumer Recources	FDC/FSN/HEC
Fitness and Sport Science	DNC/FSS
Geography	GEO
Geology	GLG
Humanities/Philosophy/Religion	HUM/PHI/REL
Languages	CHI/FRE/GER/ITA/ JPN/POR/RUS/SPA/ THO
Mental Health Technician	MHT
Physics	PHY
Reading	REA

**Student Activities

* *Instructional Support (Services which are not face-to-face services to students have been removed.)*
** *Student Services*

1995

PROGRAM TITLE	PREFIXES
Administration of Justice	AJS
Arts, Applied/Arts, Fine	ART
Automotive Technology	AUT
Engineering	ENG
Health Continuing Education/Health Care	HCE/HCA/HED
Honors	HON
International Business Communication	IBC
Landscape Technology	LTP
Nursing	NCE/NRA/NRS
Public Administration	PAD
Youth Care	YCA

*Telecommunications
*Instructional Activities Centers
**Counseling

1996 (also pilot 1991)

PROGRAM TITLE	PREFIXES
Air Conditioning	ACD
Apprentice Related Instruction	ARI/CRP/CUA/ELT/ IWA/MTA/PNA/PFA/ ROF/SMA/TEA/WOL
Anthropology/Archaeology	ANT/ARC
Asian Studies	
Computer Science	CSC
Construction Related Instruction	CON
Data Entry	CSD
Electronics	ETR
Human Development Education	HDE
Legal Assistant	LAS
Machine Tool Technology	MAC
Media Communication	MEC
Microcomputer Technology	MAP
Office Education	OED/RIM
Social Services	SSE

**High School/College Relations
**Assessments

** Instructional Support (Services which are not face-to-face services to students have been removed.)*

*** Student Services*

Refinements to the Program and Service Review Cycle*

1992-1996

Inactive programs that were removed from the list

Ceramic Manufacturing Technology - BC, AC, AAS
Computer Science for Industry - AAS
Home Child Care - TC
Institutional Foodservice - BC, AC
Ophthalmic Dispensing Technical - AAS
Postal Service Management - BC, AC, AAS
Production and Inventory Management - BC, AC, AAS
Public Transportation Maintenance - BC, AC, AAS
Training for Special Education - BC, AC, AAS
Transportation and Traffic Management - BC, AC, AAS

AAS = Associate of Applied Science Degree
AC = Advanced Certificate
BC = Basic Certificate
TC = Technical Certificate

Inactive course prefixes that were removed from the list

Building Technology (BLT)
Communication Workers Technology (CWT)
Cosmetology (COS)
General Machine Shop (GMC)
Home Child Care (HCC)
Hotel/Motel Management (HMM)
Microelectronics (MRE)
Ophthalmic Dispensing Technology (ODT)
Public Transportation Maintenance (PTM)
Wellness and Disease Prevention (WDP)

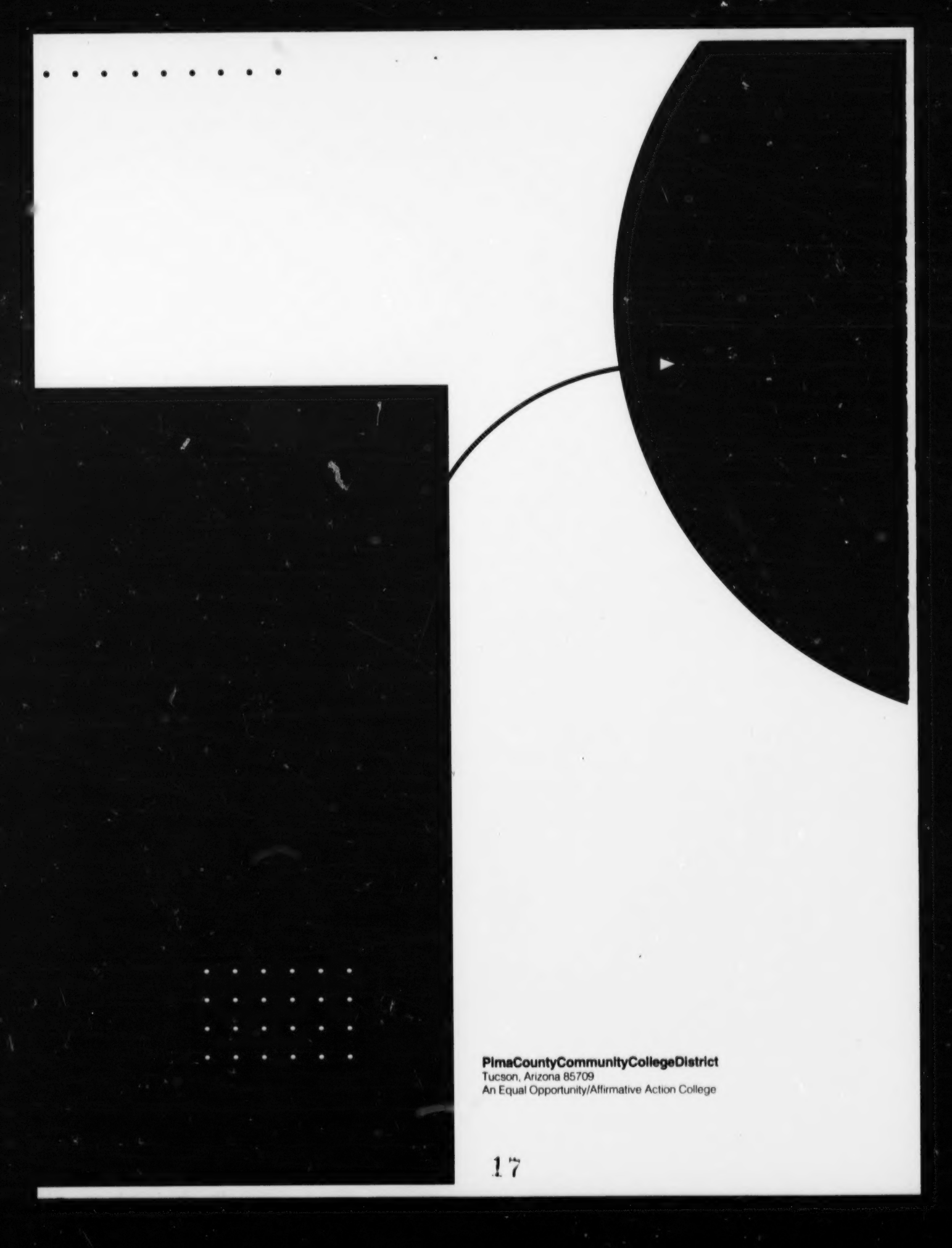
Services that were removed from the list

AV Distribution
Faculty Centers
Financial Aid
Media Production

* *Since February 1992*

Program and Service Review Chart of Responsibility

Task	Participants
Gather and analyze data	Research and Planning Office
Coordinate review process and provide oversight	Chancellor's Cabinet
Monitor review process	Assistant Vice Chancellor, Academic Affairs and Student Development
Coordinate campus review processes	Inter-Campus Lead Administrator
Conduct reviews of programs	Department Faculty
Write reports	Department Chairs
Establish priorities among recommendations	Deans and Provosts
Approve final recommendations	Provosts
Allocate funds	Deans and Provosts
Change program configuration or direction	Chancellor's Cabinet



PimaCountyCommunityCollegeDistrict
Tucson, Arizona 85709
An Equal Opportunity/Affirmative Action College